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ABSTRACT

Austin's Bilingual/Bicultural Project was designed to establish a comprehensive program of bilingual education in Spanish and English in schools with the highest concentration of Spanish dominant Mexican American students. The four participating elementary schools had already completed three years of a modest, locally sponsored bilingual project begun in 1970; in 1973 the Bilingual/Bicultural Project expanded activity at the elementary level and began an entirely new secondary program at two junior and two senior high schools. Some of the outcomes and observations at the year's end included: increased English communication skills at all levels; increased Spanish communication skills at elementary and secondary levels; uneven input of materials, staff training, and parent participation, with delivery of instructional materials and equipment delayed; except for a few classrooms, little successful incorporation of the background and culture of students into regular classroom activities. Evaluation staff summarized the data as related to "system level" or "program level" questions that should be addressed by district officials. System level recommendations were to continue the program at its present level and to include cultural studies in the curriculum for all grade levels. Program level recommendations were to continue team teaching between bilingual and monolingual teachers, and to include specific teacher training in classroom management and the use of methods and materials. (EJ/BR)

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1973 - 74

EVALUATION REPORT

ESAA Bilingual/Bicultural Project

[Executive Summary]

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DEFINITIONS

ESAA - Emergency School Aid Act passed by Congress to assist school districts under a court ordered desegregation plan.

Project - ESAA Bilingual/Bicultural Project in A.I.S.D.

Project Year - July 1, 1973 to June 30, 1974

Bilingual Classroom - Project classroom engaged in bilingual instruction and having a bilingual teacher.

Team Classroom - Project classroom engaged in bilingual instruction and having a monolingual teacher.

Monolingual Classroom - Project classroom where all instruction is in English.

Bicultural Classroom - Project classroom where all instruction is in English.

C.I.P.O. - Evaluation model developed by the A.I.S.D. Office of Evaluation and used as a basis for this report.

.05 Level of Confidence - In the analysis of data reported here, this means that in only 5 cases out of 100 the difference observed between two measures would have occurred by chance.

Significant Difference - This term is used only when the difference between two measures reaches or exceeds the .05 level of confidence.

I

ABSTRACT

This report presents data collected during the formal evaluation of the 1973-1974 ESAA Bilingual/Bicultural Project in the Austin Independent School District. The Bilingual/Bicultural Project has been assessed with the design set out by the Office of Evaluation's C.I.P.O. Model. The evaluation staff believes that adequate evaluation of a bilingual project with long-range goals must also be long-range. Therefore, the student outcomes represented by the significant increase in Spanish reading skills and the mixed picture of high and low gains in English reading skills will be even more meaningful in the light of scores from future years.

The process of delivery of proposed services to Project students met with varied levels of success. Classroom observations revealed generally adequate levels of appropriate classroom instructional activities but a very low level of incorporation of minority group students' backgrounds and cultural heritage into these instructional activities. The component designed to involve both minority group students and non-minority group students in field trip experiences was carried out without the non-minority group students' participation.

The input of materials, staff training, and parent participation was also mixed. Delivery of materials and equipment for instruction was delayed. Generally successful staff training was conducted for nine of the planned twenty days. During interviews, parents responded positively 75% of the time to questions about their home support for student learning goals.

If the gains in Spanish reading scores are the most positive data reported for the Project then the low level of culturally related activities and the resultant failure to meet the Project's objective for positive student self-concepts must be considered the most disappointing aspect of the Project. Reading scores from future years will be needed to assess the Project's effect on the English communication skills.

II

PROGRAM DESCRIPTION

The Austin Independent School District's Bilingual/Bicultural Project was founded by a grant from the Department of Health, Education, and Welfare through the Office of Education under the Emergency School Aid Act (ESAA). Activities were funded for the period from July 1, 1973 through June 30,1974 for the amount of $800,000. The purpose of ESAA is to provide resources for the elimination of racial isolation in school districts under a desegragation order by a federal court. A portion of the available funds are designated for the elimination of isolation of minority group students whose primary language is other than English by providing instruction in their primary language and by emphasizing the contributions of their culture.

Austin's Bilingual/Bicultural Project was designed to establish a comprehensive program of bilingual education in Spanish and English in schools with the highest concentration of Spanish dominant Mexican American students. Eight schools participated:

Allison Elementary	Allan Junior High
Govalle Elementary	Martin Junior High
Metz Elementary	Austin High
Palm Elementary	Johnston High

In the four elementary schools, a locally sponsored bilingual project had operated since 1970, beginning with kindergarten and adding one grade level per year. Therefore, in 1973 these schools were beginning their fourth year of bilingual instruction. The ESAA Bilingual/Bicultural Project then expanded this local effort both horizontally and vertically to encompass nearly half the students in bilingual instruction and all the students in bicultural activities and to include all grades K - 5. Following a court-ordered desegragation plan, the sixth grades were housed at two junior highs, each having one bilingual classroom.

The secondary program was entirely new, providing one bilingual teacher for each campus to team with other teachers in introducing instruction in Spanish and activities relating to students' cultures to from 60 to 100 students at each school.

Nine major needs were identified to which the Project addressed itself. These needs and their associated activities are described below.

Need: To Increase the Achievement Levels of Minority Group Elementary Students in the Communication Skills Areas

Activity: Optional bilingual and non-bilingual classes were provided in each Project elementary school. Thirty classes were designated "bilingual" and assigned a bilingual teacher. Nineteen classes were designated "team" and were assigned a monolingual teacher who teamed with a bilingual teacher to provide Spanish instruction. Sixty-three classes were designated "monolingual" or "bicultural" and were assigned a monolingual teacher who provided all instruction in English, but who conducted bicultural activities supported

by the Project.

Emphasis was placed on speaking, writing, listening, and reading skills in both English and Spanish in the bilingual and team classes. Social Studies and/or science, depending on the availability of materials, were taught in Spanish in the fourth and fifth grades.

Need: To Increase the Achievement Levels of Minority Group Secondary Students in the Communication Skills Areas

Activity: A bilingual teacher was provided to each secondary campus to team with a group of Social Studies and/or English teachers to provide a bilingual/bicultural aspect to existing classroom activities. The bilingual teachers conducted a variety of language and experiential activities designed to increase the students' awareness of and pride in their own cultures as well as to increase their skills in the communication arts in both Spanish and English.

Need: To provide for the Special Learning Needs of Minority Group Students through a Staff with Special Skills

Activity: Teachers and aides in project elementary and secondary schools participated in a week-long pre-school workshop designed to provide training in various areas germane to bilingual/bicultural education. On-going training was provided for bilingual and team elementary teachers throughout the project year on special in-service workdays.

Need: To Increase the Experience Background of Minority Group Elementary and Secondary Students

Activity: Students in Project Elementary and Secondary Schools participated in a variety of field trip experiences, including an all-day trip to San Antonio.

Need: To Increase the Home Support for the Learning Goals of Minority Group Elementary and Secondary Students.

Activity: A Parental Involvement coordinator directed the activities of eight Community Representatives who were assigned to the four Project elementary schools. Principals and teachers were assisted in communication with parents and in encouraging parental participation in school activities. Training sessions were conducted to increase the parents' awareness of school functions and their potential role in future school activities.

Need: To Improve the Self-Concept of Minority Group Elementary Students Through Awareness of Their Cultural Heritage

Activity: The use of the students' home and community language and the incorporation of the students' backgrounds and cultural heritage into instructional activities were used to enhance a positive self-concept for Project students.

III

Evaluation Description

The evaluation design adopted for the ESAA Bilingual/Bicultural Project is based upon the Austin Independent School District C.I.P.O. evaluation model (C = context, I = input, P = process, O = outcomes). Chapter III of this report delineates the decision questions to which this evaluation relates. Chapter IV is a discussion of the context in which the Project operated. Chapter V details the objectives of the Project in the three areas of input, process, and outcomes.

Table III.1 is an overview of the evaluation design showing the relationship existing among the various levels of objectives. Table III.2 further details the outcome objectives. There are three major objectives concerning student behavioral outcomes. Two of these are from the cognitive domain.

1. Students will increase their communication skills in both Spanish and English.
2. Students will increase their experience backgrounds.

The third is from the affective domain.

3. Students will develop positive self-concepts or maintain self-concepts which are already positive.

All objectives concerned with student behavioral outcomes are measured by appropriate standardized instruments.

Table III.3 is an overview of the process objectives associated with the above anticipated student outcomes. Classroom Observers and the Data Specialist were assigned the major responsibilities in collecting data pertaining to these process objectives.

Table III.4 summarizes the data collection and analysis relating to input objectives. These objectives are stated in terms of parental involvement and staff training activities.

A major evaluation activity which was not a part of the original design was the interviewing of all Project teachers. The scope of the items included on the interview forms included all program areas; therefore, data collected relates to almost all objectives at each level in the evaluation.

Table III.1

1973-74 ESAA Bilingual/Bicultural Project

EVALUATION DESIGN

Outcome		Process	Input	Context
Needs	Objectives	Process Objective	Input Objectives	Description
Cognitive 1. Increase communication skills in Spanish and in English	1. Significant increase in scores on ..... Prescriptive Reading Inventory (Elementary Level) InterAmerican Pruebas de Lectura (Elementary & Secondary Level) California Achievement Test (Secondary Level)	1. a. Weekly writing, reading, speaking, listening activities b. Appropriate use of materials and methods available c. Cooperation and planning by teacher and aide.	1. a. and b. Completion of Summer Workshop and ongoing inservice training c. Completion of Aide/Teacher inservice training d. 1. 25% Parent participation level in school activities 2. Training of parents to provide home support to student learning goals	1. Title I schools with highest concentration of Mexican American students
2. Increase in experience background of students	2. Significant increase in vocabulary scores on ... Prescriptive Reading Inventory (Elementary Level) SEDL Vocabulary Test (Secondary Level)	2. Participation in field trips & cultural exchange	2. Money for field trips	2. Sixth grade Center impletation. Daylight Savings Time & Fuel shortage limite locally sponsored trips.
Affective 3. Increase in self-concept of students	3. Significant increases of low scores or maintenance of high scores on .... Piers-Harris Self-Concept Test (3-6) Primary Self-Concept Scale (K-2)	3. a. Incorporation of students' backgrounds & cultures into classroom activities. b. Human Development Program implemented according to guidelines	a. Completion of Cultural Seminar in Summer Workshop. b. Completion of H.D.P. workshop.	

Table III.2

73-74 Bilingual/Bicultural Project

DATA COLLECTION AND ANALYSIS OVERVIEW

Product Objectives

Objective	Instrument	Times and Methods of Data Collection	Persons Responsible for Collection	Analysis Techniques	Persons Responsible for Analysis
1.1 Significant gain in basic reading skills by K students	1.1 Boehm Test of Basic Concepts	1.1 Pre-test October 1973 - Post-test January 1974	1.1 Coordinator of Group Testing	1.1 t-Test: correlated observations	1.1 Project Evaluator
1.2 Significantly greater number of 1-6 students in Eng. reading will attaining mastery on 50% of selected objectives	1.2 Prescriptive Reading Inventory	1.2 Pre-test October 1973 - Post-test April 1974	1.2 Coordinator of Group Testing	1.2 Test for non-independent Proportions: McNemar Change Test	1.2 CTB/McGraw Hill Co.
1.3 Significantly higher English Reading scores for bilingual program students than for bilingual control students (Secondary)	1.3 California Achievement Test (Reading scales only)	1.3 One test, given April, 1974 to group of students in Bilingual program and to control group	1.3 Project Evaluator	1.3 One-tailed t-Test	1.3 Project Evaluator
1.4 Significant gain in Spanish Reading Achieve. (1-6)	1.4 Prueba de Lectura (L-2-CES; L-2-DES)	1.4 Pre-test October 1973, (Form C) Post-test April 1974 with paral. form (Form D)	1.4 Project Evaluator	1.4 Groups X Trials ANOVA	1.4 Project Evaluator
1.5 Significantly greater Spanish Reading Achieve. gain for bilingual program students than for control students (Secondary)	1.5 Prueba de Lectura (L-2-CES; L-2-DES)	1.5 Pre-test target and control groups October 1973 (Form C) - Post-test target and control groups April 1974 (Form D)	1.5 Project Evaluator	1.5 Two-between one-within ANOVA	1.5 Project Evaluator

Product Objectives (Continued)

Objective	Instrument	Times and Methods of Data Collection	Persons Responsible for Collection	Analysis Techniques	Persons Responsible for Analysis
2.1 Significant increase in vocabulary (Elementary)	2.1 P.R.I. voc. Section	2.1 Pre-test Oct., 1973 - Post-test April, 1974	2.1 Coordinator of Group Testing	2.1 Test for non-independent proportions: McNemar Change Test	2.1 Project Evaluator
2.2 Significant increase in vocabulary (Secondary)	2.2 SEDL Voc. Test	2.2 Pre-test Oct., 1973 - Post-test April, 1974	2.2 Project Evaluator	2.2 t-Test for independent samples	2.2 Project Evaluator
3.1 a. Significant improvement of Self-Concept (K-2)	3.1 a. Primary Self-Concept Test	3.1 a. Pre-test November, 1973 - Post-test April, 1974	3.1 a. Project Evaluator	3.1 a. Groups X Trials ANOVA	3.1 a. Project Evaluator
3.1 a. Significant improvement of Self-Concept (3-6)	3.1 b. Piers-Harris Children's Self Concept Scale	3.1 b. Pre-test October, 1973 - Post-test April, 1974	3.1 b. Grades 3-4 Coordinator of Group Testing Grades 5-6 Project Evaluator	3.1 b. Groups X Trials ANOVA	3.1 b. Project Evaluator

Table III.3

1973-74 ESAA Bilingual/Bicultural Project

DATA COLLECTION AND ANALYSIS OVERVIEW

Process Data

Objectives	Instrument (proficiency level)	Times and Methods of Data Collection	Persons Responsible for Collection	Analysis Technique	Persons Responsible for Analysis
1. a. Weekly writing, reading, speaking, listening activities.	1. a. Weekly writing sample.	1. a. Monthly check on random basis	a. Project Evaluator	a. Table data	a. Project Evaluat
b. Appropriate use of materials and methods available.	b. Classroom Observation Guide - ratings of 3 out of 5 on 75% of items.	b. Each classroom to be observed three times during year	b. Classroom Observers	b. Compute means and percentages for classrooms meeting objective	b. Classroo Observer and Data Speciali
c. Cooperation and planning by teacher and aide	c. Aide Observation Guide - ratings of 3 out of 5 on 75% of items.	c. Each aide observed once during spring semester	c. Classroom Observers	c. Compute means and percentages for aides	c. Classro Observer and Data Speciali
2. Field trips to be taken	2. Business office records	2. Document number of field trips at end of year	2. Data Specialist	2. Table data	2. Data Specialis
3. a. Incorporation of students' backgrounds and cultures into classroom activities	a. Classroom Observation Guide - ratings of 3 out of 5.	a. Each classroom observed three times during year	a. Classroom Observers	a. Compute means and percentages for classrooms	a. Classroo Observer and Data Speciali
b. H.D.P. implemented	b. H.D.P. instruments	b. Each classroom observed three times during year	b. Classroom Observers	b. Compute means and percentages for classrooms	b. Classroo Observer and Data Speciali

Table III.4

73-74 Bilingual/Bicultural Project

DATA COLLECTION AND ANALYSIS OVERVIEW

Input Objectives

Objective	Instrument	Times and Methods of Data Collection	Persons Responsible for Collection	Analysis Techniques	Persons Responsible for Analysis
1. a. and b. Completion of Summer Workshop and inservice training	1. a. and b. Individually developed feedback and reaction forms	1. a. and b. At conclusion of each inservice workshop	1. a. and b. Project Evaluator	1. a. and b. Computation of mean responses and analysis of variance whenever appropriate	1. a. and b. Project Evaluator and Data Specialist
c. Completion of Teacher/Aide Workshop	c. Specially designed feedback and reaction form	c. At conclusion of each inservice	c. Project Evaluator	c. Computation of mean responses	c. Project Evaluator and Data Specialist
d. 1. 25% parent participation in school activities	d. 1. Sign-in sheets	d. 1. Continuous	d. 1. Parent Involvement Specialist, Community Representatives, Project Evaluator	d. 1. Computation of totals and percentage of parents participating	d. 1. Project Evaluator and Data Specialist
2. Home support to student learning goals	2. Parent Inview Form - 80% responses to be positive	2. April & May, Interviewing in homes by Community Representatives	2. Parental Involvement Coordinator Community Representative	2. Computation of percentage of positive responses	2. Project Evaluator and Data Specialist
2. Availability of money for field trips	2. ESAA B/B Budget	2. Throughout year	2. Business Office	2. Review of budget	2. Project Evaluator
3. a. Completion of Cultural Seminar in Summer workshop	3. a. SEDL Workshop Assessment	3. a. Pre and Post during workshop	3. a. Coordinator of Summer Workshop	3. a. t-test correlated observations	3. a. Project Evaluator
b. Completion of H.D.P. training	b. H.D.P. forms	b. At end of H.D.P. training	b. H.D.P. consultant and Project Evaluator	b. As required by H.D.P. forms	b. Project Evaluator and Data Specialist

IV

DESCISION QUESTIONS

This section attempts to summarize the mass of data reported in this volume and to relate it to major decision questions which must be addressed by the school district as a whole and the Project staff specifically. These decision questions are divided into "system level" and "program level" questions. For each question, there is a recommendation and an explanation of the basis for that recommendation.

A. System Level Questions

1. Should the Bilingual Program in the Austin Independent School District, as conducted by the ESAA Bilingual/Bicultural Project in 73-74, be continued at its present level, be revised, or be discontinued?

   Recommendation

   The Bilingual Program as conducted by the ESAA Bilingual/Bicultural Project should be continued at its present level but should not be expanded to include any new areas of concentration nor to include any additional schools without a substantial expansion of the support staff. Existing staff should concentrate more effort in the delivery of materials and services to the classroom teachers and aides.

   Basis for Recommendation

   Teacher interview data and teacher questionnaire data support the conclusion that the delivery of materials and support services to Project teachers was inadequate to ensure maximum success in meeting objectives. The low percentage of input and process objectives which met stated criterion levels reinforces these teacher comments. Three major factors contributed to this inadequacy. First, late notification of funding precluded the hiring of staff in time to adequately plan and prepare for the Project's activities. Second, the enormous scope of the Project was overwhelming to a district with no overall plan for bilingual education and no comprehensive bilingual curriculum guides for K-2. Third, no instructional coordinator was provided by the Project to aid directly the teachers' organizing of their bilingual classrooms.

   The results of standardized Spanish reading tests indicate that even with these first-year problems the Project teachers were able to effect significant student gains. However, the suddenness and enormity of the Project prevented the deliberate consideration of goals and objectives, roles and responsibilities, and the appropriate planning and staff training associated with each.

Therefore, this recommendation is that the ESAA Bilingual/ Bicultural Project not be expanded into any new curriculum areas until the staff has had time to carefully organize and formalize the activities begun in 1973.

2. At what grade level should be Bilingual Program function and what areas of Spanish instruction are most appropriate for each grade level?

Recommendation

Sufficient data to answer this question are not available; however, there are indications that Spanish instruction is most successful if begun early and continued through the grade levels and that the incorporation of cultures into the curriculum is beneficial at all grades levels.

Basis for Recommendation

The Bilingual Program at each grade level K-12 has shown some positive effect; however, the more reliable gains made in Spanish reading in grades K-4 supports the sequential approach of adding one grade level to the instructional program each year as had been done in the past. Grade levels which had been part of the previous local bilingual effort showed more consistent gains than did those beginning Spanish instruction for the first time.

Teacher comments point to important positive effects of the cultural aspects of the Project in the upper grade levels; although, the Spanish instructional program as implemented in the upper grades (5-12) met many obstacles.

B. Program Level Decision Questions

1. What Staffing patterns should be employed in schools participating in the Project? Should teaming of bilingual and monolingual classes continue?

Recommendation

The teaming of bilingual and monolingual teachers should continue.

Basis for Recommendation

The student gains for both the bilingual teachers' students and the monolingual team teachers' students in Spanish were significant. Classroom observation data suggests that a student assigned to the bilingual teacher receives about twice as much Spanish instruction as the student assigned to the monolingual team teacher; however, were there no teaming, the gain recorded by the later student probably would not have occurred.

2. What staff development activities should be a part of the Project?

Recommendation

Teachers prefer and need training in the areas of classroom management and practical, usable methods and materials. Training should be conducted to consider the various experience levels of the staff.

Basis for Recommendation

Teacher comments from workshop reaction forms, the teacher questionnaire, and the interviews indicate a strong preference and need for pratical training appropriate to their specific classroom activities as opposed to additional inspirational or philosophical discussions of bilingual education. Classroom observations also support this by the the low ratings in some areas (e.g. incorporation of students' backgrounds and culture into classroom activities).

Many teacher comments refered to the wide experience range of teachers and the need for training to consider present competency levels.

V

CONTEXT

The context is defined in Austin Independent School District's evaluation model as that portion of the program situation over which a program has no control. The context of the ESAA Bilingual/ Bicultural Project is described here so that all data, conclusions, and recommendations which follow may be considered in relation to all the non-project variables existing simultaneously with project influences.

Demographic Data

All schools are below district averages for mean family income and above district averages for percentage of minority group students enrolled (with the exception of Austin High).

Achievement Data

Student achievement entry levels in 73-74 for Project elementary schools were lower than the district median for all schools as illustrated by the data from the second and fourth grade testing in January, 1972 on the California Achievement Test.

School Personnel

Generally, these faculties consist of a larger percentage of minority group members than the district as a whole. The percentage of minority group faculty members is, however, lower than the percentage of minority group students enrolled in Project schools.

In each case there are fewer students per professional in Project schools than in the district as a whole. When only teachers and students are considered, again Project elementary schools have a smaller ratio.

Excluding personnel from the Bilingual/Bicultural Project, the four Project elementary schools have the following number of paraprofessionals not available in non-Title I schools.

Allison - 6	Metz - 4 5/8
Govalle - 5 5/8	Palm - 3 1/3

Additionally, Metz and Palm have seven reading aides each provided by Project Assist.

Project Assist

Two of the Project's elementary schools, Metz and Palm, are target schools for Project Assist, a project which provides teacher aides to assist teachers in reading instruction.

Local Bilingual Program

In 1970, each of the Project elementary schools began a locally sponsored Bilingual Program. This program provided minimal staff training and resources, but did involve students in grades K-2 previous to the Bilingual/Bicultural Project in some form of Spanish instruction.

Overall, Bilingual/Bicultural Project schools are not representative of the Austin Independent School District as a whole. Project schools are characterized by a large Mexican-American population, low family incomes, larger than average faculties, and lower than average standardized achievement test scores.

VI

OBJECTIVES

This section briefly states the objectives of the 73-74 ESAA Bilingual/ Bicultural Project. There are three major categories of objectives, each category corresponding to one of the main divisions of the C.I.P.O. evaluation model.

Input Objectives

The objectives investigated which related to inputs included:

1. Teacher and aide inservice training
2. Parent participation and attitudes
3. Availability of resources for field trips

Eight of the nineteen proposed inservice days were completed. The evaluation staff received positive feedback from participants about seven of these eight days. Late notification of funding and delayed hiring of staff contributed to the completion of only eight inservice days.

Parents interviewed responded in a positive manner 75% of the time when asked about home support for their children's learning goals and activities. Parent participation in school activities was too poorly documented to be analyzed, but data available do indicate a small core of active parents participating as opposed to a broad base of parent participation in school activities.

Field trip resources (i.e. funds for buses) were sufficient to meet all requests made by project teachers.

Process Objectives

The objectives investigated which related to processes within the teaching-learning situation included:

1. Appropriate use of methods and materials in instruction
2. Cooperation and planning by teacher and aide
3. Field trips taken jointly by minority and non-minority group students
4. Incorporation of students' backgrounds and cultures into classroom activities
5. Implementation of the Human Development Program

The process objectives for the Human Development Program were not measured because of the non-implementation of the program. The field trips with minority and non-minority group students actually included only minority group students.

Classroom observations produced data to indicate that 26 of the 49 bilingual and team classrooms were appropriately using methods and materials at the criterion level established by the staff. These observations also showed that, except for a few classrooms, the background and culture of the students were not being successfully incorporated into the regular classroom activities.

Observations of aides did show appropriate levels of performance by the aides in the bilingual and team classrooms.

Outcome Objectives

Nine objectives relating to program outcomes in three broad areas were investigated. These included:

1. Increased English communication skills for kindergarten students, as measured by the Boehm Test of Basic Concepts
2. Increased English communication skills for elementary (1-6) students, as measured by the Prescriptive Reading Inventory
3. Increased English communication skills for secondary (7-12) students, as measured by CAT Reading Tests.
4. Increased Spanish communication skill for elementary students in bilingual classes (1-5), as measured by the Interamerican Series Prueba de Lectura.
5. Increased Spanish communication skills for secondary students as measured by the Interamerican Series Prueba de Lectura.
6. Increased vocabulary for elementary students, as measured by Prescriptive Reading Inventory objectives relating to vocabulary.
7. Increased vocabulary for secondary students, as measured by specially designed vocabulary tests.
8. Improvement of Self-concept for elementary students initially scoring below the mean on the Primary Self-Concept Inventory (K-2) or the Piers-Harris Children's Self Concept Scale (3-6)
9. Maintenance or improvement of Self-Concept for elementary students initially scoring above the mean on the Primary Self-Concept Inventory (K-2) or the Piers-Harris Children's Self Concept Scale.

Significant gains were observed for kindergarten students on the Boehm Test of Basic Concepts. The average mid-year post-test score equalled the normative mid-year performance of middle socioeconomic level kindergarten students. However, the performance of kindergarten students in project schools did not differ significantly from the performance of kindergarten students in other Title I schools in the district, leading to some doubt that the observed gains for project students can be attributed to the project rather than to the general Title I program.

The level of attainment in English communication skills for elementary students varied considerably among grades and among schools.

At the second grade level, significant increases in percentages of students attaining mastery were observed on 50% or more of the PRI objectives in three of the four schools. At the third grade level, similar increases were noted in two of the four schools. At the fourth grades level, increases in percentage mastering were slight; in no school were significant increases observed on more than 30% of the objectives.

Evidence regarding attainment of the English communication skills objectives for secondary students was largely inconsistent and uninterpretable. The control groups for making comparisons with bilingual students did not materialize as originally planned, leaving no assurance that the control groups actually used were initially comparable to the bilingual groups. It was noted that in one junior high school, the reading achievement scores of the bilingual students averaged nearly two grade-equivalents higher than the school norm. In one senior high school there was no significant difference between average reading achievement of bilingual and control students, while in the other high school the average scores of bilingual students were significantly lower than those of the controls.

Significant pre-post gains in Spanish reading achievement were observed in all elementary grades where complete data were available (grades 2-5). These gains averaged from about 6 to about 10 total score points, with post-test performance tending to be appreciably higher than published normative performance. A post-test administered to first grade students indicated average Spanish reading achievement which was close to, but slightly lower than, normative performance levels. This failure to exceed normative performance levels in first grade appeared to reflect a planned emphasis at this level on oral language development activities preparatory to Spanish reading instruction.

Significant gains in Spanish reading achievement were also observed for secondary bilingual students. However, gains of approximately the same amount were also observed for control students in the two junior high schools and one senior high school, indicating that the observed gains for bilingual students were probably due to something other than the program.

Attainment of the elementary vocabulary objective closely paralled that for the elementary English communication skills objective, which is not surprising, since the evidence for the vocabulary objective is based on a subset of the Prescriptive Reading Inventory objectives used to evaluate English communication skills increases. The objective of significant increases on at least 50% of the relevant objectives was attained in three of the four schools at second grade, in two of the four schools at third grade, and in none of the schools at fourth grade.

The secondary vocabulary objective was technically met in three of four secondary schools as indicated by significantly higher scores on the post-test than on the pre-test.

However, the fact that the absolute magnitude of the differences was actually quite small (from two to four points), coupled with a lack of implementation of input and process objectives related to this outcome makes it rather doubtful that the gains can be attributed to the program.

There was some limited degree of attainment of the outcome objective of significant improvement of self-concept for students who scored below the mean on the pre-test. Sixty-six percent of initially low kindergarten students, 61% of initially low first grade students, and 56% of initially low second grade students showed significant pre-to post-test gains. Nothing approaching this level of attainment was observed in third through sixth grades.

The other self-concept objective, relating to maintenance or improvement of scores for students initially scoring above the mean, was met with even a lesser degree of attainment. Only in sixth grade did the objective appear to be attained.

Further analyses of the self-concept test data continued to support the conclusion of no general positive effects of the project on student's self-concept. Only in kindergarten was there a significant overall increase in self-concept test scores from pre-to post-test. In third and fourth grades, there were actually significant decreases in self-concept. This lack of positive self-concept results is, however, understandable in that the major process support for this outcome, the Human Development Program, was not implemented.

VII

INTERRELATIONSHIPS

The C.I.P.O. evaluation model employed in this report assumes that there are critical relationships among the four components of the evaluation - context, input, process, and outcomes. The data reported here support this assumption. Three major objectives were identified in terms of desired student outcomes. The first, increase in communication skills in English and in Spanish, was supported by a minimal level of inputs and processes. The second, increase in experience background of students, was poorly supported by inputs and processes. The third, increase in students' self-concepts, was also poorly supported by inputs and processess. In each case, the degree to which the desired student outcomes were achieved related to the degree to which input and process objectives were achieved.

There was a major overriding factor which seems to have contributed heavily to the functional level of the Project. This was the late notification of funding from the Office of Education, preventing in-depth planning of programmatic activities. Characteristic of the effects of this late notification was the shrinkage of the pre-program summer workshop from fifteen days to five days. Additionally, the quantity of materials ordered and the established bid procedures in the district resulted in a delay in the delivery of most of these to teachers until well into the school year and in the non-delivery of large quantities of the supplies ordered.

A contributing factor was the enormity of the Bilingual/Bicultural Project. From a local bilingual effort funded at around $20,000, the schools had to gear up for an $800,000 program. The identification of additional teachers, the inclusion of secondary schools, and the expansion to new subject areas were tasks which require much pre-planning and organization. The hiring of persons to fill staff positions was a task completed after the beginning of the school year.

The psychological high created by the promise of such resources as the Project had to offer was a drastic contrast to the actual delivery of these resources. Teachers operated in situations where materials and supplies were "on order" and Project staff were unavailable to help them organize their greatly expanded bilingual activities.

As a result, then, of the normal "first year problems" combined with the last minute funding and the slow delivery process for materials, the 73-74 Bilingual/Bicultural Project was actually never fully functioning. In fact, the whole fall semester might well be considered as preceeding Project implementation.

These and other factors relevant to the interrelationships discussed here are reported in the formative evaluation report on April 23, 1974

titled Preview: Evaluation of the 1973-1974 Bilingual/Bicultural Project. That report discusses materials acquisition, school visitations by Project staff, and teacher/principal/parent input into Project activities.